

Political Science Program Standards Aligned with College

The Political Science Program recognizes that the COVID-19 pandemic created a systemic disruption to the curricular/co-curricular life of the university that may impact the capacity of faculty to meet program standards in teaching, scholarship, and service. A fair and equitable evaluation of faculty under review therefore warrants careful consideration of the general and specific adjustments to faculty goals and objectives this disruption may necessitate. These general adjustments may include (among others) immediate changes in course design, teaching modalities, and pedagogical techniques; an increased need for precepting and advising students; reconfiguring research agenda and timelines for conducting, presenting, and publishing scholarly research; the reduction or elimination of internal and external funding for research and professional development; and, restructuring service contributions to the Program, the University, the Political Science discipline, and the broader community. The Program further recognizes that the systemic disruption precipitated by COVID-19 has exacerbated the negative consequences of gender, class, and racial inequalities in ways that impede the realization of teaching, scholarly, and service goals for faculty under review. These inequalities often have a pronounced effect on women, the working poor, and people of color. Faculty with caregiver responsibilities, not limited to but including parents who've had childcare and remote schooling challenges, have been adversely impacted by the unique circumstances of the pandemic (note here that although "parent" is being used to be inclusive of a variety of families, in most cases, women are being much more heavily burdened). Similarly, while the adverse consequences of COVID-19 on the nation's economy and public health are pervasive, the POLS Program acknowledges that the disparate and disproportionate impacts of the pandemic on families and communities of color are especially acute. There is documented evidence of these disproportionate effects of COVID-19 for women and people of color in academia:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7302767/>
- <https://www.biorxiv.org/content/10.1101/2020.07.04.187583v1>
- <https://arxiv.org/abs/2006.10194>

The Political Science Program is adapting program standards to ameliorate the negative impacts of the pandemic on all of our faculty, with the expectation that faculty continue to demonstrate progress on these updated standards during the COVID-19 pandemic. The Program recognizes that the impact of COVID-19 on the professional development of faculty under review may persist beyond the immediate urgency of the (COVID-19) public health crisis. The adjustments to program standards outlined herein will therefore apply to faculty under review from Fall 2020 through Spring 2026. The Program will re-evaluate these adjustments at the end of this period.

The Program recognizes there are various specific examples of the general adjustments outlined above. These may include, but are not limited to:

- ***The cancellation of conferences or the shift from in-person to virtual conferences.***
- ***The reduction or elimination of internal/external funding for travel to conduct or present research or to participate in conferences or professional development events.***
- ***The unanticipated delays in timelines for reviewing, editing, contracting, and publishing scholarly and creative work.***
- ***The immediate pivots to remote teaching and learning in spring 2021.***
- ***The change to different teaching modalities for the 2020-2021 academic year, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints.***
- ***The changes in pedagogical approach that are associated with pivots from in-person to virtual teaching modalities (e.g. hybrid, fully online, synchronous, asynchronous).***
- ***The additional hours of (in)formal training and professional development in course preparation to ensure students receive a quality education in these new modalities.***
- ***The increased demands for precepting, advising, and mentoring students to help them achieve their academic and post-graduate goals during this unprecedented time.***
- ***The increased workload in our regular service commitments as we have adapted to largely remote delivery of service-related programming in the program, university, and community, and in the discipline, as well as new pandemic-related service obligations.***
- ***The balancing of professional responsibilities with COVID-related consequences for caregiving, healthcare, and financial and economic security that faculty may confront in managing their professional and personal lives.***

Standards 5.00 COLLEGE STANDARDS FOR FACULTY EVALUATION

The additional Political Science Program Standards, where relevant, appear in italics. Revisions to the standards in light of COVID-19 are in bold and italics.

The College expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to College, community and/or professional life through service activities.

The Political Science Program assigns the highest priority to teaching. We also expect that individuals will emphasize either college and community service or scholarly and creative

activity in their professional endeavors, while also ensuring excellence that meets College standards in all areas of activity.

In the interest of providing the “contextual details that help frame and define the professional expectations and norms in the respective discipline,” as specified in the School standards, it is useful to review the Political Science program’s general principles here. The central commitment of the Political Science Program is to Stockton’s mission as a liberal arts college, and one with an emphasis on making quality liberal arts education available to state college students -- many of whom cannot afford to go to private liberal arts colleges, and some of whom may enter college with substandard academic preparation. As a result, we define our constituencies inside the college very broadly to include the following: Political Science majors, non-majors who are interested in a broad civic education, the Stockton student body as a whole. The program is committed to providing the following educational opportunities to these constituencies: To Political Science majors, we offer (1) a broad civic education, (2) focused coursework in political theory, American politics and law, and comparative and international politics, (3) specialized study opportunities in Pre-law, Social Studies Teaching, and International Affairs, (4) Preceptorial advising and career guidance. To non-majors pursuing civic education we endeavor to offer easy lateral access to the types of civic education courses listed above. To all students pursuing a liberal arts education we offer energetic participation by program faculty in the General Studies curriculum, with courses that are designed to help students understand the full range of human possibilities and to provide training in the essential academic skills necessary to pursue some of those possibilities.

5.1 COLLEGE STANDARDS

5.1.1 This section outlines College standards for the evaluation of all faculty and the process whereby Divisional and Program standards, consistent with the College standards are re-stated in terms consistent with the character of the different Divisions and disciplines.

5.1.2 The College expects all faculty to meet and continue to meet these standards. For probationary faculty the College will expect consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, and tenured faculty are expected to sustain an overall pattern of excellence consistent with their rank and assigned responsibilities.

5.1.3 The College recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate’s relative contributions to the campus community in terms of teaching/librarianship scholarly/creative/professional activity and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the College's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance. *The highest priority in the Political Science program is excellence in teaching through in-person, hybrid, or online modalities. In particular, the Program recognizes the value of designing effective online courses and the additional effort required to engage and support students who face challenges in an online learning environment. Training and professional development to improve teaching, particularly to build effective online learning opportunities for students, is highly valued.*

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches. *In Political Science, public policy, and law, teaching is particularly vital and challenging given the constantly changing nature of the subject. As a result, it is vital for one's teaching to emphasize emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. The Political Science Program recognizes the additional demands placed on faculty to remain current with developments in the discipline while COVID-related disruptions to the University's curriculum require immediate changes to teaching modalities and pedagogies. The Political Science Program recognizes the substantial demand on faculty to develop and implement new teaching techniques as a result of rapid changes to course modalities.*

6.1.2.2 Sound course design and delivery in all teaching assignments – whether program or General Studies, introductory or advanced offerings — as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning. *The Political Science Program values sound course design and delivery in all teaching modalities, in-person, hybrid, online, or blended (asynchronous/synchronous). The Program further acknowledges the additional work required to: 1) design and deliver online courses; 2) apply for, and secure, the necessary training, resources, and support to learn best practices for online learning; and, 3) support students who face challenges with online learning.*

6.1.2.3 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students. ***The Political Science Program recognizes that COVID-related disruptions to the University's curriculum may require faculty to adapt class policies and expectations of students.***

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students. ***The Political Science Program recognizes that COVID-19 may interrupt normal modes of communication with students, and values the efforts of faculty to adopt new methods of communication to provide feedback and answer student questions in a timely manner.***

6.1.2.5 In Political Science, the evaluation of a faculty member's teaching may include the range, rigor, and quality of courses offered in both the Political Science and the General Studies curricula, with attention to the service they provide to the program's constituencies described above. This might be reflected in efforts by faculty members to update their coursework to reflect changes in the field, vary course offerings to provide students with a range of educational opportunities, and the creation of innovative learning opportunities in and out of the classroom.

6.1.2.6 In Political Science, we expect professional and personal precepting which is mindful of the broad variety of subject areas which may be considered related or cognate to political science issues. ***The Political Science Program values that faculty may devote additional time and effort to precepting, office hours, advising, mentoring, virtual meetings and correspondence to offer students support, reassurance, and advice regarding their academic and post-graduate goals throughout the COVID-related disruption to the curricular life of the University.***

6.1.2.7 ***The Political Science Program recognizes that as students adjust to new teaching modalities and pedagogies, student evaluations may not alone reflect the quality and effectiveness of teaching. In addition, peer observers at Stockton may lack adequate training in observing online classes, and peer observations of online courses will be considered as evidence of teaching effectiveness with this in mind.***

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching. ***The Political Science Program recognizes that COVID-related disruptions, beginning in Spring 2020, require immediate changes to teaching modalities and pedagogies. The Program values***

the extraordinary efforts of faculty to learn and adjust to online learning environments to achieve their teaching objectives.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter. *In Political Science, these opportunities might include: The development and supervision of internships and student research; The development and fostering of opportunities for community, social and policy engagement for our students through internships, voluntary civic involvement, and research endeavors; the supervision of independent studies and undergraduate honors projects.*

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The College recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, grant acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The College recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and subdisciplines. Such variance is addressed in approved divisional and program standards.

6.2.3.2 *In Political Science, great value is placed on innovative, original, disciplinary, and interdisciplinary scholarship. In the area of scholarship and creative activity, we will evaluate the amount and quality of a faculty member's performance in the following areas: (1) Published scholarship - disciplinary or interdisciplinary, print or electronic - in the areas of Political Science and Civic Education (including Political Theory, American Politics and Constitutional Law, International and Comparative Politics), Social Science, General Education, and Pedagogy. (2) The scholarship necessary to prepare course offerings on new topics or new approaches to established topics - in all the areas just delineated. (3) The scholarship and professional activities necessary to support the development of Political Science as a discipline and to*

*further the aims of the program. It is important to recognize that in all the above circumstances, where the intended process of peer review is not in place, a faculty member should find alternative methods to demonstrate the quality and impact of their scholarship. **Scholarly work accepted for publication is synonymous with “publication.” The Political Science Program acknowledges publication of forthcoming work may be affected by COVID-related disruptions.***

*6.2.3.3 In Political Science, a variety of forms of engagement with academic research in the field will be valued. This includes published books and peer reviewed articles as well as other forms of original research that are indicators of ongoing contributions to one’s discipline. This might include book reviews, conference papers and presentations, contributions to collected works, and similar engagement with research in the field or the advancement of public understanding of vital issues and the policy process. **The Program also values new ways of engaging through research, including virtual conferences, recorded webinars or talks, and other venues to advance the public’s understanding of important issues.***

6.2.4 It is always the case that the burden is on the candidate to document the excellence of one’s work. In cases of shared or multiple authorship, clarification of the degree of one’s participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process. Typically, central to judgments regarding scholarly and creative activity are:

In Political Science, faculty members are expected to clearly define the nature and scope of their contribution to co-authored works. When described as such, all authors are considered equal contributors to co-authored work.

*6.2.4.1 The capacity to bring scholarly or creative projects to completion. In Political Science, book manuscripts that are under advanced contract with a publisher are given considerable weight in the evaluation process. **The Political Science Program recognizes that faculty may encounter obstacles to advancing their research agenda due to COVID-related disruptions, including delayed or cancelled travel plans for fieldwork, cancelled conferences, delays at academic presses and journals, reduced opportunities for internal or external grant funding, and higher demands from teaching and service obligations. The Program recognizes alternative measures of progress as adequate evidence of a capacity to bring projects to completion, including but not limited to, partial or completed manuscripts, (in)formal peer reviews of draft manuscripts, and correspondence with publishers or journals indicating interest in, or progress of, the project. The Program also acknowledges the time involved in reorienting research or crafting a new research agenda in response to COVID-related obstacles, and welcomes documentation reflecting these efforts.***

6.2.4.2 A mix of scholarly activities appropriate to one's appointment, e.g., in some cases scholarly activity will be primary, in others creative activity.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, ad hoc groups such as evaluation, judging, or refereeing panels. *In Political Science, these may include peer reviewers for journals, peer reviews provided at the request of book presses, reviews provided by journal editors of invited submissions that are not blind reviewed. **The Political Science Program welcomes alternative forms of review that demonstrate the value of research, including but not limited to informal peer reviews or feedback on research or engagement with a faculty's research in public forums or other venues.***

6.2.4.4 Documentation of the impact of one's work

- with students
- within the scholarly area
- within higher education generally. *In Political Science, scholarship and professional activities necessary to support the development of Political Science as a discipline are valued.*
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions. *In Political Science, documentation of impact can be shown through scholarship that enhances the public understanding of political issues, social issues, and pressing policy matters, or which has an influence on public policy or the policy making process.*
- in the artistic/cultural realm
- or in educational settings

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship. *In Political Science applied and pure/theoretical research are equally valued. Thus, presentations before and activities with peer groups, community members, and policy-makers that apply scholarly knowledge to "real-world" problems and issues are greatly valued. The contributions faculty members make to the organizational life of institutions of civil society (e.g. non profit, community-based organizations), and the use of these contributions in the development of an applied research agenda that is*

disseminated in both academic and non-academic forums is valued by the program.

6.2.4.6 The College understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

6.2.4.6.2 Articles, essays, and creative writings should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed. *In Political Science we value both disciplinary and interdisciplinary scholarship. Consequently, research published in journals outside of political science and on topics outside of political science is valued equally with publications in political science journals. **The Political Science Program recognizes that scholarly work accepted for publication is synonymous with a “publication.” The Program acknowledges that COVID-related disruptions may also extend to publisher timelines.***

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications. *In Political Science, the public presentation of research in academic settings, for example serving as a discussant or panel chair at an academic conference, is valued as an important contribution to the discipline. **The Program recognizes that virtual conferences and other online presentations are equivalent to in-person venues. The Program acknowledges that the modality of the conference or presentation has no bearing on the quality of the forum and/or presentation.***

6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics;

the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them. ***The Political Science Program recognizes that alternative venues for disseminating scholarly work may become available during and after the COVID-19 pandemic. It is the responsibility of the faculty member to provide context for the venue, audience reached, and any additional evidence of its impact (e.g., recordings, digital analytics, screenshots).***

6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the program level and approved through the standard procedure.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational

development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.3 College and Community Service

6.3.1 The faculty role includes contributions to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, divisional, or College-wide levels. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni and the College Foundation. *In Political Science we will evaluate the amount and quality of a faculty member's performance in all activities that contribute to providing civic education and general liberal arts education to students not majoring in Political Science. Such activities might include (1) courses offered, (2) presentations made or campus educational events and projects supported, (3) the building of, and/or contributions to programs open to the college community as a whole, and (4) service on formal committees or task forces that support civic or liberal arts education.*

The Political Science Program values the additional work faculty undertake in converting their ongoing service commitments to new and largely virtual settings. This may include, but is not limited to, providing civic education and engagement opportunities for students and the broader community, offering virtual presentations to campus and community groups, and advising students in Program concentrations. The Program also recognizes and values the service obligations faculty assumed as part of the broader institutional response to the COVID-19 pandemic, including, among others, service on the University Restart Operations Committee, shared governance committees, and negotiations of workplace protections. The Political Science Program values all forms of additional service commitments due to the pandemic, at the university, within the discipline, and outside the university at the local, state, national, and international level.

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may contribute to the College's public mission through service to our community, region, and the State or the Nation. *In Political Science, community service that provides civic education and general liberal arts education to individuals or community groups is highly valued. Such community activities might include (1) courses offered, (2) presentations made, (3) the building of and/or contribution to, programs open to members of the local community, (4) evaluations of, or proposals for, public policies, and (5) service in community organizations.*

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

6.3.5.4 Many service obligations have been affected by COVID-19 and it is useful for the faculty member to document in the narrative how these service commitments have been modified for a virtual environment. Additional documentation of service commitments that have converted to online or virtual settings can include samples such as recordings, digital analytics, screenshots, and other forms of evidence if helpful.